

**A Brief History of the
University of Alaska in Sitka
The First Forty Years**

By David R. Knapp

December 2002



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Enclosed is a copy of a publication titled: **A Brief History of the University of Alaska in Sitka; The First Forty Years**, by David R. Knapp, December 2002. The UAS-Sitka Campus commissioned Mr. Knapp to document the history of the University of Alaska's involvement in Sitka and the SE Alaska region. It is intended to give new university personnel a brief history of the University's evolution of higher education in Sitka. It will also be valuable for the Sitka campus advisory committee members and interesting for general community readers. As the campus' second full-time director in 1972, Mr. Knapp is particularly qualified to author the document. He has researched a variety of historical communications and has interviewed all past directors, as well as other university and community individuals who have had an historical roll.

It is my hope that the university community will find it to be interesting, informative, and entertaining reading.

Sincerely,

Redacted for Privacy

John W. Carnegie
Former Sitka Campus Director, 1999-2002

Preface

This document is an administrative perspective on the activities of the University of Alaska in the City and Borough of Sitka, Alaska. The report spans the 40-year history of the University's campus in Sitka, from inception of the college in the fall semester of 1962 through the spring semester of 2002.

During this period, ten individuals filled the leadership role at the Sitka campus. All of these former campus administrators made themselves available for interviews and generously shared their recollections. Several long-time members of the campus staff supplemented this information with additional details about challenges and accomplishments of the Sitka campus. A variety of written documents have also been consulted in completing this report. The campus directors interviewed, along with their years of leadership, are identified and a brief bibliography provided in appendices to the report.

Over the four decades of campus history, dramatic changes have taken place within Alaska, the University system, the local community, and the Sitka campus. It is all the more remarkable, therefore, to trace the consistency of campus commitment to its mission. Created a community college, the Sitka campus has sustained the philosophy and practices of such an institution for 40 years. This commitment has been sustained despite the disruptions of almost continuous organizational change within the University system. It has been sustained through budget shortfalls, conflicts with educational partners, and the crisis of regional economic dislocation.

Despite these obstacles, the campus has grown continuously, sustained from its earliest days by an emphasis on the highest quality in vocational education, adult basic education, continuing education, and certificate/associate-level academic programs. It has sustained, as well, a commitment to service. Partnerships with other educational institutions, government agencies, and private industry span the history of the college.

Over the years the campus has extended its quality programs and services beyond Sitka. The Sitka campus distance education program has served countless students throughout the region and the State of Alaska, achieving national recognition for its effectiveness. Similar national recognition of the campus, through awards and significant grant funding, confirms the quality of this unique educational institution.

Today the Sitka campus is led by its 11th administrator. It retains a faculty and staff remarkable for their talents and long-term loyalty to the school and its students. They are continuing to write the history of post-secondary education in Sitka, Alaska.

Acknowledgements

A very special thanks to Dr. Arthur S. Buswell who became the Dean of Statewide Services of the University of Alaska in 1961. One of his responsibilities was as supervisor of the community college directors. He held the title of Dean at the time Sitka Community College was established in 1962. As the number of community colleges grew and other responsibilities were added to his position, his title was later changed to Vice President for Public Service.

Thanks to Dr. Orriene Denslow, Director of the Sitka Historical Society, for the research that she contributed.

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Finally, thanks to my wife, Marilyn, who is the real historian in the family.

Creation of the University of Alaska 1915-1922

The history of the University of Alaska campus in Sitka begins with creation of the statewide university system through an act of the U.S. Congress in March 1915. This legislation, at the urging of Judge James Wickersham, allocated Federal land to the Territory of Alaska to be set aside for the support of higher education.

In 1917, the Territorial Legislature created a Board of Trustees to establish such an institution. At that time, the only known viable crop-producing area was the Tanana Valley near Fairbanks. Moreover, Fairbanks was well established as the hub of gold mining activity, while Anchorage was little more than a tent city created to support construction of the Alaska Railroad between Seward and Fairbanks. Thus, it was understood that the planned institution, to be called the Alaska Agricultural College and School of Mines, would be located in or near Fairbanks.

The Territorial Legislature had appropriated \$60,000 for the construction and operation of the school. This funding was sufficient to construct the first building but there was nothing left for operation. However, on August 11, 1921, the Board elected Judge Charles E. Bunnell as the first president of the Alaska Agricultural College and School of Mines. With operational funding secured, the College opened that fall with six faculty and six students.

The University Mission Expands 1922-1952

Over the next three decades, the institution – renamed the University of Alaska – expanded gradually to address emerging needs. Non-academic programs, such as the Cooperative Extension Service and the Mining Extension program were established.

With the advent of the Second World War, the University's pace of gradual expansion was dramatically changed. Army bases and air stations were established in Fairbanks and in Anchorage; a Navy station was located at Kodiak. The University of Alaska was asked to present university level courses at these locations for service personnel and did so. In time, civilians from the communities were also allowed to attend classes being held at the military facilities.

Instructors were usually regular University of Alaska faculty, flying down from Fairbanks on a weekly basis to present classes. Increasingly, however, qualified part-time faculty were drawn from the communities and from the military ranks. The idea of providing higher education for part-time students began to catch on, especially in Anchorage.

Enter the Community Colleges 1953-1961

The impetus for an Alaskan community college system thus began in Anchorage. In response to local advocates, Senator John Gorsuch of Anchorage introduced Senate Bill 75 to the 1953 Territorial Legislature. (See Appendix B) This legislation, enacted on March 24, 1953, became Chapter 57, entitled:

An Act to create, provide for and promote the establishment of community colleges within the Territory of Alaska, and to provide for the financial support and for the operation thereof.

This legislation was recognized immediately as a significant development of the University of Alaska system. Dr. Terris Moore, who was President of the University of Alaska in 1953, is reported to have identified this legislation as “one of the most important and positive occurrences during his tenure as President.”¹ In the years to come the community college system created by this legislation would provide significant educational benefits throughout the State.

The Anchorage Community College was the first community college to be established and classes began in February 1954. The first classes were held in the facility known today as Anchorage West High School but initially dedicated as Anchorage High School *and* Anchorage Community College. Thus, the close partnership which typically exists between the community colleges and secondary public education is evidenced in this very first community college in Alaska.

Later in the same year, Ketchikan was designated to become the second community college in the system. Two years later, in 1956, the Juneau/Douglas Community College became the third community college in Alaska. From this point, communities across Alaska began to seek similar institutions to meet local educational and economic development needs. Ultimately community colleges were established in Kenai, Palmer, Kodiak, Nome, Bethel, Kotzebue, Fairbanks, Valdez, and of course Sitka.

The Sitka Campus is Established 1962

In 1962 the University of Alaska administration became aware that Senator Howard Bradshaw, a Sitka resident and chairman of the Senate Finance Committee of the Alaska Legislature, wanted a community college in Sitka. University President William Wood sent Art Buswell² to discuss the issue and to explain that the University was not budgeted to establish another community college campus. Bradshaw responded that he “had taken care of the budget” and implied that the total University budget might move through his Finance Committee more easily with the Sitka Community College line item attached

¹ Art Buswell Interview, March 11, 2002.

² Art Buswell held the title of Dean of Statewide Services and later of Vice President for Public Service. His responsibilities included supervision of the community colleges until his retirement in 1971.

than without. The appropriation passed the Legislature in 1962 and the Sitka Campus came into being, at least on paper.

There appear to have been several influences behind this event. In the early 1960s big changes were taking place in Sitka. The Alaska Lumber and Pulp Company had begun operations in 1959 and an economic boom was underway. New people were arriving, new support businesses were developing, and the need for a trained local workforce was emerging.

At the same time, the Sitka School District was seeking funding for a new high school building to meet growing population and educational needs. The original Community College Act required that a formal agreement between the University of Alaska and a local school district or political subdivision be established in support of a community college. (See Appendix E) Sitka School Superintendent Theron Cole is reported to have recognized an opportunity in such an alliance: “Sitka was about to seek funding for a new high school building and by combining forces with the University of Alaska, could justify a larger building that would include substantial space for vocational programs.”³

The relationship of the Sitka campus to Sheldon Jackson College was also considered at the time of inception of the campus. This relationship has played a role in campus history since that time. The focus of Sheldon Jackson in the 1960s was still predominately as a mission boarding school for high school students, although the school did offer some college level courses. Dr. Rolland Armstrong, president of Sheldon Jackson in 1960, reportedly did not favor establishment of the Sitka Community College but made no public statement of opposition.⁴

Beyond these local interests, there is some indication of support for a Sitka campus from within the University of Alaska. William Marsh, the first director of the Sitka Community College, feels that “the original idea was that of Art Buswell.”⁵

Finally, there is the likelihood that Senator Bradshaw, recognizing the growth of the community colleges throughout Alaska, sought comparable educational benefits and political prestige for his own community. With his powerful influence over the budget process, this was accomplished with relative ease.

Joint Secondary/Postsecondary Administration 1962-1967

When the newly created Sitka Community College opened for the fall of 1962 it was located at Sitka High School under leadership of the Sitka School District. This pattern of joint administration would continue for the first five years of operation, from 1962-1967.

³ William Marsh Interview, March 8, 2002.

⁴ Buswell, March 11, 2002.

⁵ Marsh, March 8, 2002.

William Marsh, 1962-63

William Marsh became the first director of the Sitka Community College. A busy administrator, he had just been appointed acting superintendent of schools upon the retirement of Theron Cole. Marsh remained, as well, the principal of Sitka High School and a teacher of world history.

His part-time responsibilities as Sitka Community College director were relatively light. Classes were limited to evenings and were held in the new high school building. Marsh recalls that in “the first term there were six classes and one of those was welding which was very popular. A couple of other classes were World History and typing.”⁶ An estimate of the enrollment in that first term was between 40 and 50 students.

Leslie Shepard, 1963-64

In 1963, William Marsh left Sitka to enter a doctoral program. Leslie Shepard, who later served as Sitka’s mayor, now assumed the dual roles of high school principal and part time director of the Sitka Community College for the 1963-64 school year.

Shepard’s professional assignment consisted of 75 percent as high school principal and 25 percent as Sitka campus director. He suggests that even that early in its history the Sitka Community College needed a full time administrator to support its growth and development.⁷ This step, however, would not occur for another four years.

Jim Broschat, 1965-1967

In the shared administrative roles of high school principal and community college director, Jim Broschat was the first campus leader to remain in position for more than a single year.

During his tenure, Broschat encountered the beginning of what would be a continuing history of potential conflicts between the missions of the community college and Sheldon Jackson. At the time the Sitka Community College was established, in 1962, Sheldon Jackson had been predominately a mission boarding school for secondary students. However, in 1966 the Northwest Association of Schools and Colleges suggested that Sheldon Jackson should make a decision about whether to be a high school or a college but not both. Their decision was to become a college.

Thus, two postsecondary institutions began to co-exist in a community of fewer than 4,000 residents. This meant that it was sometimes difficult to recruit enough students to justify the expense of conducting a class. As a result, Broschat recalls that “toward the end of my tenure with the community college, [conflict] with SJ was starting to flare up.... We couldn’t develop programs, only courses.”⁸ Despite this emerging issue, the operation of the Sitka Community College continued to develop in scope and in significance for the community.

⁶ Marsh, March 8, 2002.

⁷ Les Shepard Interview, September 22, 2002

⁸ James Broschat Interview, March 26, 2002.

The Mission of the Sitka Community College is Defined

Louis Licari

1967-1972

Full Time Campus Operation

Important to the development of its mission was the expansion of the community college to full time operation. Beginning in the 1967-68 academic year, Louis Licari became the first full-time director of the Sitka Community College. In that year his office and all classes continued to be located at Sitka High School.

In the following year, however, a separate facility for the community college became available. This building, adjacent to the Sitka Pioneers' Home on Front Street (now Katlian Street), had been built for the Bureau of Indian Affairs as a grade school. With permission of the Sitka Native community the Sitka School District then used the building.

In 1968, the Fire Marshal determined that the building was not safe for occupancy by children but that it was appropriate for adult use. With the move to the Front Street facility in 1968, the Sitka Community College was able to offer full time educational components and to provide coursework during the day, as well as evening hours.

Additionally, in its location adjacent to the downtown area, the college became more visible to the community and began to assume the mission which it continues to pursue today.⁹

Mission: Vocational Education

A central emphasis of the college mission was and is to provide vocational education. Under Louis Licari's administration vocational courses included mechanics, boat building and boat engine repair, carpentry, and electronics. Demand for business-related courses necessitated the hire of a full time business instructor in 1968. A State Department of Education grant funded the purchase of 25 IBM Selectric typewriters. These vocational programs were responsive to employment opportunities of the 1960s and, with some technological changes, remain core to the Sitka Campus vocational education program in 2002.

Mission: Specialized Industry Training

Industry training, including preparation of workers for the pipeline industry, became an important service of the campus under Licari. "The highlights of the program while I was director were probably those major summer programs for industry and the grants that enabled them," Licari recalls.¹⁰ Today, while pipeline industry training has shifted to Valdez and Kenai, industry training remains a strong Sitka campus program, still offered

⁹ After the college moved from this location to the Indian River campus in 1976, the Front Street building remained standing for several years. It was ultimately demolished and the Sitka Native Community facility now stands in its place on Katlian Street.

¹⁰ Louis Licari Interview April 3, 2002

through grants and other self-support mechanisms in the continuing education department.

Mission: Adult Basic Education

Licari notes that as a result of the campus moving to full time operation, the addition of the Adult Basic Education program was possible. In this program, then and today, adults can obtain developmental academic courses and individualized tutorials in preparation for the General Educational Development (G.E.D.) high school equivalency test.

Mission: Academic Programs

Academic courses, as well as vocational and developmental classes, began to grow. By 1969 the Sitka campus needed a full time English instructor/librarian and Jim Atchison became the first full time academic faculty member of the Sitka campus. Highly qualified part-time instructors were drawn from the local community to provide other academic courses, such as political science taught by Ben Grussendorf and art classes by Nancy Stonington.

Local and Statewide Organizational Change

With the expanding local operation, a full time secretary was hired to assist the campus director. Thus, the administrative staff of the Sitka Campus was doubled – from one to two persons! Additionally, in 1968, a local citizens' advisory council was formed to advise the campus on local interests and needs. Among the first council members were Ralph Ulrickson, Patricia Fredrick, Sandy Poulson, Jerry Hughes, Mike Morrin, Ray Nielson, and Fred Flanders.

Significant organizational changes were also occurring on the statewide university level. In 1971 Dr. Art Buswell retired and was replaced by Dr. Don Dafoe as statewide supervisor of the community colleges. Soon thereafter the University of Alaska undertook a major administrative reorganization affecting the community colleges. The Statewide system was divided into three service areas: The Northern Region, the South Central Region, and the Southeast Region. A Chancellor, reporting to the University President, was assigned administrative responsibility for each region.

The Southeast Region, under the leadership of Dr. Charles O. Ferguson, was comprised of a senior college and three community colleges, including Sitka. This region was directed to provide all University operations in a region extending from the community of Yakutat southward throughout the southeastern panhandle. The University of Alaska Southeast Senior College, headquartered in Juneau, was designated to provide all upper division and graduate courses within this region.

The three community colleges were to provide community college services within specified geographical areas, as follows:

Juneau/Douglas Community College.....Area from 58 degrees northward to Yakutat
Sitka Community College.....Panhandle between 56 and 58 degrees
Ketchikan Community College.....Panhandle from 56 degrees southward

Besides altering reporting arrangements, this organizational structure represented a significant stage in the evolution of the Sitka campus mission. The directive to provide full community college services within the assigned region made clear that the campus mission would include full programs, beyond individual courses. And of equal significance, this organizational structure expanded the service area to include not only Sitka but other communities as well. This was the first step toward the significant role of the campus today in providing distance education.

A Decade of Significant Growth and Organizational Change

David Knapp

1972-1982

Strategies for Support of Sheldon Jackson College

When Louis Licari returned to his position at the Sitka School District, David Knapp became the second full time director of the Sitka Community College. An initial challenge of his administration was to implement policies established at the State-level to assist Sheldon Jackson College. Orrin Stratton, president of SJC in the spring of 1972, appealed to Governor Bill Egan for financial assistance. Because the State Constitution prohibited use of public funds to support private enterprises, the Egan administration placed a \$50,000 increment in the Sitka Community College budget with the provision that these funds be used to purchase contractual services from Sheldon Jackson.

Under a contract negotiated by President Stratton and Southeast Chancellor Ferguson, the Sitka Campus selected five SJC courses to be offered to Sitka Community College students. This arrangement permitted students to elect a course load from the combined schedules of both campuses, a practice that continued for many decades.

In addition to this strategy to support private education, Governor Egan encouraged the Legislature to pass Concurrent Senate/House Bill 549, *An Act Providing for Tuition Grants to Students Attending Institutions of Higher Education in Alaska*. This legislation was intended to address tuition discrepancies in those cases where both a public and a private college existed within the same community. In 1972 there were two places where this applied. One was in Sitka; the other was Anchorage where the Anchorage Community College and Alaska Methodist University (now Alaska Pacific University) were located. (See Appendix C)

Under this Legislation, community residents could attend either the public or private institution while paying the fees normally charged by the public institution. If the student elected to attend the private institution at the less-costly public rates, the State would pay the tuition differential to the private college. This attempt to provide tuition equalization

between public and private institutions was short-lived because, within two years, the law was declared unconstitutional.

Mission Issues Lead to Faculty Unionization

While these processes attempted to address relationships with external partners, the statewide University system was struggling to resolve internal issues. Differences in programs and philosophy between university-level institutions and the community colleges reached a critical stage in Anchorage with a serious rift between faculty at the University of Alaska Anchorage and faculty at the Anchorage Community College.

In response to the perceived effort of the senior institution to impose its function and philosophy on both institutions, the Anchorage Community College faculty attempted to unionize through the American Federation of Teachers. The Board of Regents refused to recognize the union unless it was statewide. A vote was taken, passed, and in August 1974 the union was certified statewide as the Alaska Community College Federation of Teachers (ACCFT). The new union now represented the full time faculty at Sitka.

In the fall 1974 semester a statewide strike was called by the ACCFT. Issues remained most acute in the Anchorage area where a move to convert the Anchorage Community College to a branch of the University was being considered. Other issues were, however, of direct concern at the smaller campuses throughout the State. Among these concerns were low pay¹¹ and the growing trend toward System-wide curricular and budget decision-making at the university level. Faculty perceived a growing emphasis on delivery of four-year degrees and lack of commitment to the community college mission.

In Sitka the 1974 strike consisted of one faculty member carrying a picket sign. Thus, the immediate local impact was both brief and minimal. However, the role of the ACCFT and many of the issues leading to its formation have been continuing factors in the histories of both the University system and of the Sitka campus.

Growth Leads to a new Sitka Campus

During this period the Sitka Community College continued its growth in enrollment and course offerings, supported by an enthusiastic community advisory council. To increase local awareness of educational opportunities, the college launched its first “marketing plan.” Advisory council member Sandy Poulson provided space for a weekly newspaper column in which the College promoted local arts events. Another member of the council and restaurant-owner, Ethel Staton, featured paper placemats which described reasons to enroll at Sitka Community College. Retail business owners Joyce and John MacDonald began to provide customers with canary yellow plastic bags featuring the college logo printed in vivid Chinese red.

Whether or not these measures were effective, student numbers grew and the Sitka Community College began to grow out of the Front Street school building. During the

¹¹ At that time faculty pay was in the lower 10 percent of the nation before considering a cost of living differential.

1973-74 academic year, the statewide electorate approved a University of Alaska bond issue which included \$300,000 for a new Sitka Community College building. This amount was held in reserve until a subsequent bond issue added \$700,000 for Sitka. By the 1975-76 school year construction was underway.

Need for this building was nearly accelerated in July 1974 when a major fire took place in Sitka. The Sitka Cold Storage plant, located directly across a narrow street from the Sitka Community College, caught fire and soon blazed out of control. Director Knapp's family and local volunteers rushed to save the equipment in the college building, carrying typewriters and even a piano to the Pioneers' Home for safety. Fortunately, the lack of an offshore wind saved the college and while the Cold Storage building burned to the ground, the college suffered only scorched paint on the street side of the building. While relieved that the building was saved, college employees continued to suffer the stench of charred wood and rotting fish long after the fire.

By the fall semester of 1976 the new building was ready for students. The new campus was located on a narrow 7.2 acre parcel of land, purchased from Sheldon Jackson College on the east shore of Indian River and fronting Sawmill Creek Boulevard. The building contained approximately 6,000 square feet of space and included a classroom for art and photography, another classroom dedicated to office occupations, a room for computer science, three general classrooms, and general office space.

While the facility and its forested river-side setting were beautiful, the campus soon recognized a problem. The access road to the classroom building was extremely steep. It was not a problem the first year as there was very little snow. However, in the 1977-78 school year, increased snow made the road impassable for normal vehicles. In order to continue operations, the school used a vehicle with chained tires to shuttle students from the nearby State Trooper Academy to the campus. In the following year, an additional 10 acres were purchased from Sheldon Jackson College, making it possible to construct a reasonable access road and a level parking lot.

Programs and Services Expand in Sitka and Outreach Communities

As a result of the new facility and its solid image in the community, the college experienced increased growth in enrollment and course offerings. In the 1972-73 academic year, approximately 200 students had been enrolled. By 1980, Sitka Community College enrollment had more than doubled with 512 registered students.

At the conclusion of the 1972-73 academic year the campus held its first commencement exercises. Two persons received the Associate of Arts degree and three students received the Sitka Community College High School Diploma for adults. This graduation exercise began a tradition which continues today of celebrating student success at each and every level of educational attainment. As growing numbers of students began to pursue certificate and degree programs, a student services program was initiated in 1973-74 with the hire of Phil Slattery to serve half time as a student counselor and half time as a faculty member in psychology

To support expanded courses and programs additional faculty joined the campus between 1976-82. Full time positions in business administration, art, and welding/vocational studies were filled. Teresa Holt joined the Adult Basic Education Program in 1976 and remains the director of this important program today.

Development of Distance Education

During these years a number of important first steps were taken to provide distance education. These efforts focused on the communities of Petersburg and Wrangell, two of the principal “outreach communities” within the geographical region assigned to the Sitka Community College.

In the 1979-80 academic year, English instructor Don Cecil offered the first distance-delivered classes in English. While Sitka students met face-to-face with their teacher, students in Petersburg and Wrangell were standing by on telephones so that all students were in simultaneous communication. This was also the beginning of the practice of written work being submitted by the University computer email network. This important step in distance-delivery was facilitated by the new computer laboratory at Sitka Community College and by agreements with outlying school districts for access to their classrooms and computer networks.

Another model for outreach education was also inaugurated during this period as Sitka Community College and the University of Alaska Anchorage partnered to offer nursing education. The Associate of Arts in Nursing degree was offered on an as-needed basis when employers and students indicated need. This model, a cost-effective method to disseminate specialized programs throughout the State, has continued to be practiced among the smaller campuses of the University system to the benefit of both students and regional employers.

Re-Re-Re-organization

The history of the Sitka Community College is entwined with continuing organizational change within the University of Alaska System. On a statewide basis, the community colleges have worked within four distinct administrative structures and within their regions experienced several additional organizational formats..

First Organization: When the community colleges were established, starting in 1953, the new campuses were placed under the administrative oversight of the University of Alaska’s Dean of Statewide Services. Local community college administrators, termed ‘resident directors,’ reported to the Dean at the State level.

Second Organization: In 1971 the University reorganized to form three regional campus clusters, each administered by a Chancellor. Local community college administrators, now termed simply ‘directors,’ reported to the regional Chancellor.

Within this regional organizational structure, the community colleges continued both to experience and to resist efforts to convert the small campuses into branches or extensions

of the regional universities. At one point, the community college directors even formed an administrators' bargaining unit in an attempt to address the issue on a statewide, unified basis. The administrators terminated this unit in late 1978 as another reorganization took place.

Third Organization: In 1978, under University of Alaska President Neil Humphrey, the community colleges were again reorganized. Community colleges in Alaska, including Sitka, were placed in a separate administrative unit within the University of Alaska system. This unit was entitled *Community Colleges, Rural Education, and Extension* (CCREE). Pat O'Rourke was named the first Chancellor of CCREE, in the spring of 1978. The campus directors, now called 'presidents,' reported directly to the CCREE chancellor, rather than to a regional university chancellor.

The CCREE organization remained in place for the duration of David Knapp's administration at Sitka and throughout the administration of his successor, Jerry Harris. The fourth (and current) organization was established in 1987 and will be discussed in subsequent sections of this document.

Sheldon Jackson College Contract Evolves

Almost from the beginning, the relationship between Sheldon Jackson College and the Sitka campus was difficult to establish and maintain to the satisfaction of both institutions. These difficulties and the resulting stresses are indicated in a presentation made by Sheldon Jackson College President Hugh Holloway to the University Board of Regents in 1979.¹² This presentation is provided (see Appendix D) as a reflection of the issues with which the two institutions struggled.

Near the end of the Knapp administration, the \$50,000 instructional service contract with Sheldon Jackson College, first established in 1972, was modified. Library acquisitions by Sitka Community College were housed at SJC's Stratton Library for the mutual benefit of both student bodies. The two institutions agreed that this relationship should be formalized in the contract as a new category for Library Services. In 1980, Sheldon Jackson President Hugh Holloway, noting that an assistant librarian was needed, suggested that the contract be increased by approximately \$27,000 to fund the position. Both sides agreed on the concept and amount.

While the contract between SJC and SCC was thus established in form, it underwent many modifications over the years. The assistant library position remained budgeted and funded for two decades, until the 2000-2001 academic year, but the position was actually filled for only one year. Contract amounts increased until, in 1992, it reached a high of \$105,000 for instruction plus \$60,000 for library services, paid from public funds appropriated to the Sitka campus. After that time, as missions of the institutions changed, particularly with the SJC emphasis on baccalaureate programs and the Sitka campus

¹² President Holloway's presentation was in response to an invitation from University of Alaska Regent Ed Rasmuson, a former member of the Sheldon Jackson Board of Trustees, conveyed through Sitka campus President Dave Knapp. The meeting at which Holloway spoke was held in Sitka in November 1979.

involvement in distance education, opportunities for appropriate exchange of services declined and, with that, the contract began to be reduced. By the 2002-2003 academic year, the contract total had been reduced to approximately \$20,000.



Sitka Community College on Sawmill Creek Road (1976)

Sitka Achieves Accreditation and Educational Honors
Jerry Harris
1982-1987

Institutional Accreditation

When Jerry Harris became President of Sitka Community College in 1982, a central task was to continue processes toward institutional accreditation. Within the community college system, only the Anchorage Community College had achieved independent accreditation (in 1981). All of the community college presidents wanted this independence for their campuses to clearly delineate their programs and mission from the university-level institutions.

Prior to July 1972, the Sitka Community College had shared an umbrella accreditation of the total statewide University of Alaska system. Following reorganization into the three regions in 1974, it was necessary to seek new accreditation. Consequently, the four educational units of the southeastern region initiated candidacy through the Northwest Association of Schools and Colleges, Commission on Colleges.

By the time of the Commission visit in 1977, the University, once again was in a reorganization phase. Consequently, at the December 1977 meeting of the Commission “it was decided to continue the candidacy status for each of the four educational units of the southeastern region until the reorganization structure had been completed.”¹³

When Jerry Harris took the leadership role in Sitka the first step was to assess the needs of the campus in relation to accreditation requirements. One problem identified was that even though a student could achieve an Associate Degree in two years, the choice of courses was limited, particularly in the regional communities served by the Sitka campus. An additional need was for an expanded student service program to assure appropriate placement in academic courses, to advise students on degree requirements, to support students seeking and using financial aid, and to meet related needs.

Hence, Harris began to address these issues. A Director of Student Services was hired and a new faculty position created to teach and administer computer services. Course offerings in the service area were expanded and representatives from Petersburg and Wrangell were added to the Community Advisory Council. Emphasizing the regional nature of the campus, its name was changed from Sitka Community College to Islands Community College. A new self-study and application for accreditation were completed and the result was full accreditation for the institution, awarded in 1983.¹⁴

¹³ Self Study Report for the Commission on Colleges of the Northwest Association of Schools and Colleges, March 1981.

¹⁴ Jerry Harris Interview, March 21, 2002

Adult Basic Education Receives State and National Honors

Since creation of the Sitka campus in 1962, basic education for adult students had been a core mission of the institution. For many years the program consisted of two courses. One of these was to prepare adults for the General Educational Development (GED) tests for high school equivalency. The second course provided more basic instruction in literacy and computational skills for those adults whose educational level was less than the eighth grade.

The program had come under expert educational leadership in 1976 when Teresa Holt joined the campus as a full time teacher/program administrator. Under her direction, continuous quality improvements were undertaken. As a result, in 1984, the Islands Community College Adult Basic Education Program received the Alaska Adult Education Association award for excellence in both instruction and administration. In the spring of 1985, the program received a formal citation for excellence from the Alaska State Legislature and, in October 1985, the program was selected as one of the ten national programs to receive the Secretary's Award from U.S. Secretary of Education William J. Bennett.

The consistent quality of this program is indicated by its continuing recognition. The Alaska Adult Education Association, which first recognized the Sitka program in 1984, again presented its annual award for excellent to Sitka in 1995. Today the program is still expanding its services and is understood to be a model program throughout Alaska.

Campus Growth and Development

With accreditation and increasing program quality, student enrollment surged. By 1985, enrollment reached 1,051 students. This growth included students in both Sitka and the outreach communities. A milestone was reached in 1986 when Marlene Clarke, a resident of Wrangell, achieved the associate of arts degree on the basis of course work completed entirely from her hometown.

And with this growth, the college began to outgrow the Indian River facility. The opportunity to acquire a new campus came with the transfer of Mt. Edgecumbe High School (MEHS) from the Bureau of Indian Affairs to the State of Alaska in 1985. This property, located on Japonski Island adjacent to downtown Sitka, included not only high school classrooms and dormitories but also two World War II aircraft hangars.

When the State determined that MEHS did not need both hangars, Sitka Campus President Jerry Harris submitted a concept paper for college use of the facility. This concept which proposed renovation of the hangar into classrooms, offices, and laboratories was ultimately approved by the University and by the State Department of Education.

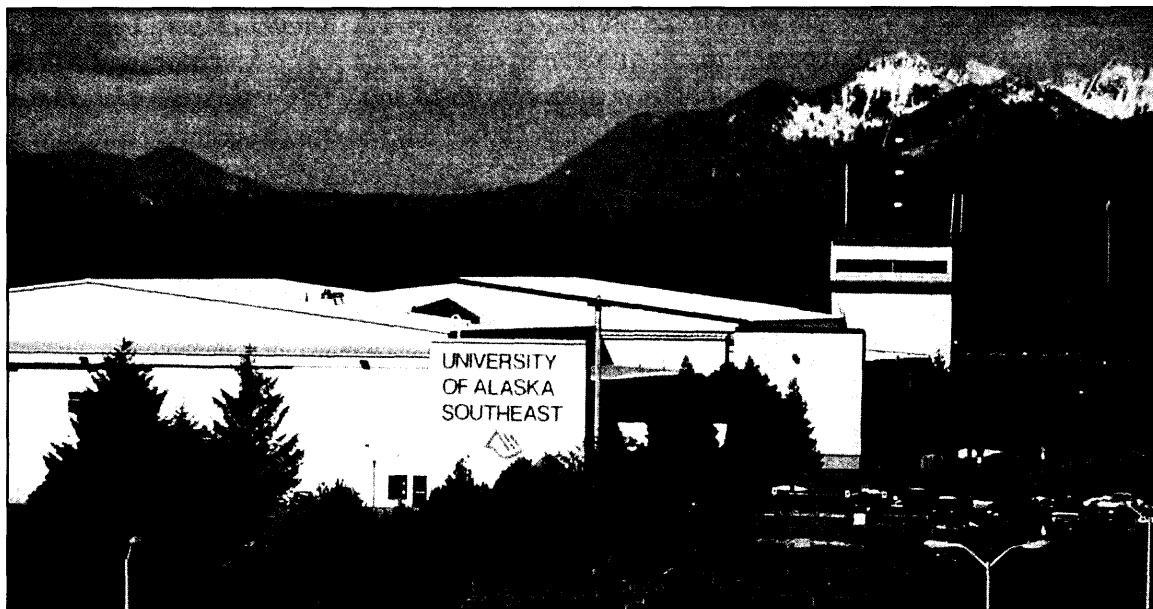
The University Reorganizes to Current Structure

Like the Knapp administration in 1982, the Harris administration concluded with a major restructuring of the University of Alaska. In 1987 the unit entitled *Community Colleges*,

Rural Education, and Extension (CCREE) was dissolved. With the exception of Prince William Sound Community College in Valdez,¹⁵ the community colleges became branch campuses of one of the three regional Universities: the University of Alaska Fairbanks (UAF); University of Alaska Anchorage (UAA); and University of Alaska Southeast (UAS).

Each of the three universities placed the community colleges within differing internal structures and local administrators (now again called 'directors') had differing reporting relationships. For example, UAF grouped the community colleges into a unit entitled the College of Rural Alaska headed by a Dean to whom campus directors reported. In contrast, within the University of Alaska Southeast (which absorbed the Sitka and Ketchikan campuses) the campus directors reported directly to the Chancellor and participated on the Chancellor's Cabinet in positions parallel to the academic deans. Subsequent Sitka directors, while voicing regret for the loss of community college focus on local mission, also credit UAS Chancellor Marshall Lind for his efforts to ease much of the stress and conflict which this restructuring generated elsewhere in the State.¹⁶

Within the University of Alaska Southeast, internal restructuring has continued over the years, with resulting challenges and tensions. Some of these issues are identified in subsequent sections. However, the basic organizational structure of regional universities/branch campuses, implemented in 1987, remains in place today.



UAS Sitka Campus on Japonski Island (2002)

¹⁵ Prince William Sound Community College remains an independent institution because the local community of Valdez provides 25 percent of its operating budget. Since no other community meets this threshold, as established by the State Legislature, the University absorbed the remaining colleges.

¹⁶ Dick Griffin, Interview March 30, 2002; Elaine Sunde, Interview April 10, 2002.

A Major Educational Facility is Developed

Dick Griffin

1987-1991

When Dick Griffin was appointed Campus Director in 1987, he stepped up from his previous position as assistant director under Jerry Harris. As a result, he was already involved with campus operations and planning for the new Japonski Island facility.

Regional Partners Grow

During the administration of Dick Griffin the Sitka campus fostered new and expanded relationships in the outlying communities served by the college. Agreements were developed with regional school districts to facilitate the use of high school classrooms and equipment by college students. In many communities the college installed additional telephone lines into the high school building and hired local coordinators.¹⁷ These individuals surveyed their communities for educational interests, advertised course offerings, assisted students in registration, distributed text books, proctored examinations and a host of other services. This growing and important network was, and is, coordinated by long-time Sitka Distance Education Coordinator Denise Blankenship.

Sitka Campus/Allen Marine Joint Venture

Another major effort of Director Griffin involved the design process for the new campus facility on Japonski Island. A key objective of the renovation design was to provide ample classroom and office space while preserving the immense hangar space for vocational education. The value of this concept was demonstrated in a unique partnership developed between the Sitka Campus and the Allen Marine Company of Sitka.

Allen Marine had been awarded a contract to build a large catamaran high speed ferry, a project that required a large sheltered construction area. The limited size of Allen Marine's facility made it necessary to construct vessels in 20-foot lengths, moving completed sections outside while the next 20-feet were built. The new vessel was to be of aluminum, a material difficult to work with in inclement weather. It was also to be 104-feet in length, considerably larger than the 78-foot vessel, which had been previously constructed by sections in the Allen Marine shop. A statewide survey determined that no facility existed in Alaska to accommodate such a construction project.

Initially, the University was reluctant to approve Director Griffin's proposal to house the project since no precedent existed for such a public/private joint venture. Ultimately, however, University of Alaska President Donald O'Dowd agreed to the project. In exchange for access to the unique facility, Allen Marine agreed to a reasonable rental rate and other contractual provisions. Importantly, they also agreed to provide training

¹⁷ Frequently local coordinators were employees of the local school district, often managers of community education. The Sitka campus contracts with these individuals provided supplemental funding to maintain these school district positions.

opportunities for Sitka Campus students in electronics, welding, and other areas of shipbuilding.¹⁸

Allen Marine thus moved into the hangar and, while the front of the building was being renovated for the college, boat construction proceeded. Massive sliding doors at each end made it possible to move large projects in and out of the hangar space, a feature that was successfully tested with the Allen Marine project. The resulting 104-foot *Alaskan Dream* was launched in July 1988 and used for many years to transport workers between Juneau and the Greens' Creek Mine on Admiralty Island.

The success of the project encouraged Allen Marine to expand their own facility and to become one of Sitka's major employers. It is of interest that Allen Marine's interest in aluminum began with Bob Allen's enrollment in a Sitka Campus aluminum welding course, taught by expert welder Tom Scheidt. This convinced Allen that aluminum had great potential for building larger and faster passenger vessels.¹⁹

Thus, from Bob Allen's original welding class at the Sitka Campus and from the 1987 joint venture to build the *Alaskan Dream*, the company has gone on to complete four 65-foot aluminum mono-hulls and 35 catamaran hulls. Included are nineteen 78-foot vessels that are currently in use by the New York Waterways Ferry Service.

UAS Sitka Moves to Japonski Island

Soon after Allen Marine completed its project the college moved from Indian River to the newly renovated Japonski Island facility.²⁰ When faculty and staff moved into the new facility in the summer of 1989, they found spacious classrooms, an array of offices, and attractive areas for students to gather.

Renovation was concentrated at the front of the building, providing 21,900 square feet of classrooms, offices, and public spaces. This was almost a four-fold increase in space from the facility at Indian River, which totaled only 6,000 square feet. The renovation, large as it was, preserved the immense hangar bay. This assured space for on-going vocational training programs and provided for future expansion as need arose.²¹

In subsequent years the hangar has been used for a number of unique projects. Two additional projects illustrate the range of training and projects completed in the UAS Sitka hangar. A large solar restroom building²² was jointly funded by the USDA Forest Service and the Filipino Community, built by students of both UAS Sitka and Mt. Edgecumbe High School, and installed at the Starrigavan Campground. Later, a three-bedroom log home was constructed in the hangar, beginning with peeling and processing

¹⁸ The welders' union was also consulted and approved the involvement of students in this training activity.

¹⁹ Bob Allen Interview, September 13, 2002.

²⁰ The Indian River campus was leased and eventually sold to the Alaska Raptor Rehabilitation Center. It continues to expand in facilities, research, and public information services at this site.

²¹ Such expansion would, in fact, occur in 1998 and, again, in 2000. These projects are described in subsequent sections.

²² Fondly known by college staff as "a high tech three-holer."

of the raw logs and proceeding through finishing cuts of walls, windows and doors. The house was then disassembled, like Lincoln Logs, moved to town, and re-assembled where it presently stands on Peterson Street.

The large building, surrounded by an enormous parking lot (the former aircraft ramp of the Navy hangar), faced the channel and provided spectacular views of waterfront Sitka and the mountains rising behind the community. Soon tour buses added the college parking lot to visitor tours, bringing hundreds of enthusiastic photographers to the site.

An Echo of Reorganization

Although the Sitka campus thus continued to expand and to seek ways to pursue its community college functions, the 1987 restructuring continued to affect the college in many ways. This was illustrated during the Griffin administration when Chancellor Marshall Lind announced another name change for the Sitka campus.

Early in the administration of Jerry Harris the name of the Sitka Community College had been changed to Islands Community College, signifying the role of the campus in regional education. Now that name was also abolished and the college became known by its current name as the University of Alaska Southeast, Sitka campus.

Such reminders of the 1987 reorganization have continued throughout the subsequent histories of Sitka and the other former community colleges. The lingering sense of frustration and resistance to that reorganization is illustrated by a radio interview with Representative Con Bunde, now a State legislator but a member of the Anchorage faculty in 1987: “The central administration of the University referred to it as ‘restructuring,’ Bunde observed. “But I think of it as ‘a hostile take-over.’”²³

The Sitka Campus Grows in an Era of Economic Crisis

Elaine Sunde

1992-1998

Toward the end of his tenure, Dick Griffin accepted a one-year assignment for the regional University of Alaska Southeast to assess the growing use of technology in higher education throughout the United States. At the conclusion of this project, he retired from UAS.

The campus assistant director, Elaine Sunde, functioned as acting director during Griffin’s special assignment. A national search for a new director was then initiated but terminated early when the search committee recommended that Chancellor Marshall Lind offer permanent appointment to Sunde. Sunde had originally joined the campus as an English department faculty member. Thus she became the first woman to lead the campus and also the first campus director drawn from faculty ranks.

²³ Con Bunde, Alaska Public Radio News, *Talk of Alaska*, October 8, 2002.

College Communications Affected by Move to Japonski Island

As the new administration began, staff and faculty were settling into the new facility and encountering some unanticipated issues, both internal and external. Because of the small and compact layout of the Indian River building, internal staff communication had occurred naturally as multiple functions, ranging from student registration to financial accounting, took place in a single room. However, in the new building, administrative and academic functions were physically separated, not only in different rooms but also on two different floors of the building. Suddenly and unexpectedly, new communication strategies – formal staff meetings, computer networks, newsletters, and other measures – had to be developed so that these functions were appropriately coordinated.²⁴

The college was concerned about external communication as well. Since 1962, students and community had found the campus on the “town-side” of the channel where students could walk or cycle to classes. Would they “find” the new campus and/or be willing to cross the Japonski Island Bridge? To assure the visibility of the college, Senator Dick Eliason of Sitka proposed and funded a new sign with the name of the building, a sign “large enough to be seen from the middle of the channel.”²⁵

To further increase campus visibility, the college mounted a marketing program, a campaign reminiscent of the restaurant placemats and shopping bags advertising the college during the 1970s. The slogan “Crossing the Bridge” was adopted, intended to suggest both the pursuit of education as a “bridge to the future” and the literal act of crossing the Sitka bridge to Japonski Island. The college sought out community photographers and from them purchased a fine collection of photographs of the Japonski Island bridge. These were used for some years in printed class schedules, newspaper advertisements, and other publications.

High School Partnerships Expand

While the new location presented these communication challenges, the Japonski Island campus greatly enhanced the relationship with Mt. Edgecumbe High School (MEHS). Since the two campuses were now separated by only a few hundred yards, it was a natural progression to seek new ways for educational cooperation. MEHS administrators found that advanced courses could be provided contractually by the college at a cost-savings over hiring new high school teachers. UAS welcomed the opportunity to attract MEHS students who, upon high school graduation, would continue to complete associate degrees at UAS Sitka. While educationally and financially beneficial, this cooperative relationship, which continues today, has presented a variety of complex issues. Class schedules, teacher/faculty relationships, academic standards, financial aid, and a host of other issues are continuing challenges.

²⁴ Elaine Sunde Interview, April 10, 2002; Pauline Fredrickson Interview, April 23, 2002.

²⁵ These dimensions undoubtedly reflected the fact that Eliason frequently traversed the channel in his fishing boat, admiring the new college facility he had helped to fund.

While the Sitka Campus/Mt. Edgecumbe partnership developed, a new phase of the partnership with the Sitka School District also began. In 1991, a community task force identified the need for an alternative high school as the highest priority for the local school system. It was assumed that, once operational, an alternative school would generate State headcount funding under the Foundation Formula. Superintendent Louis Holloway and the School Board strongly supported the concept. The problem was that there was no start-up funding available to initiate the school, thereby enrolling “heads to be counted.” Consequently, UAS Sitka agreed to initiate the program as a “start-up service.”

The alternative program, now known as Pacific High School, thus began in 1992, with a single teacher hired by UAS and “temporary” quarters in a MEHS building rented by the college. The project proved to be so successful that UAS agreed to continue its administrative role, in close coordination with Sitka High School. It was not until 2001/2002 that the District assumed an administrative role and was able to provide permanent alternative school facilities at the former Lincoln Street School near Crescent Harbor.

Loss of a Major Employer Leads to Educational Development

In 1993, the Alaska Lumber and Pulp Corporation closed. The founding of this business in 1959 had greatly affected the community and contributed to the decision to establish the Sitka campus. Closure of the business after more than three decades had equally significant impacts on Sitka and on the campus.

Within weeks after the closure announcement, the college had established a cooperative agreement with the State Departments of Labor and Community/Regional Affairs to provide a Workforce Transition Center. A wing of the campus second floor was dedicated to Transition Center staff and training activities. One of the more successful programs of the college was Project New Chance, modeled on strategies developed in Washington State, to help dislocated workers assess, develop, and pursue new occupational directions. The Adult Basic Education Program played a major role as well, helping former mill workers complete high school credentials and to refresh the skills required to enter occupational training programs.

A critical objective of the community and of the college was to retrain and re-employ as many dislocated workers as possible, thus avoiding a mass exodus and a resulting collapse of real estate values and the broader business economy. Two opportunities for economic expansion and new employment were identified: expansion of the health care industry through the PHS/Southeast Alaska Regional Health Care (SEARHC) hospital and educational expansion through the four existing institutions (Sitka School District, Mt. Edgecumbe, Sheldon Jackson College, and UAS Sitka).

To encourage hire of a local workforce in health care, UAS Sitka increased offerings of patient care (nurse aide) programs. To accelerate the delivery of a more extensive program, UAS Sitka surveyed nationwide for an educational partner and developed a

collaborative program with Weber State College in Utah. This program, which prepares students for Licensed Practical Nursing, has subsequently been hosted by a number of University of Alaska campuses and continues to be offered periodically in Sitka as employment opportunity arises. During this period, the UAS Sitka campus also joined with SEARHC and the University of Washington to host the Alaska Physician Assistant Program.

To promote expansion of the educational community in Sitka, the four school systems established the Sitka Education Consortium. This project built upon relationships initiated during the administration of Dick Griffin when the leaders of the four institutions began to meet periodically to explore mutual needs and opportunities. Now, in the context of the collapse of the Southeast timber industry, the Consortium was formalized and began to focus on the development of programs which targeted employment training and which would strengthen the educational and economic contributions of member institutions. With seed money through a one-time legislative appropriation by Representative Ben Grussendorf, a Consortium director, Randy Hughey, was hired to help develop cooperative programs and to secure external funding to support program implementation.

The success of the Consortium effort can, in part, be measured in dollars. The initial appropriation provided by Representative Grussendorf, totaled \$30,000. As of the present school year, the cooperative programs of the Consortium have generated \$6,405,000, dollars coming into the community and supporting the four school systems through State and Federal grant funding. An even more important measure is, of course, the permanent facilities, the specialized training equipment, the number of innovative vocational programs, and the number of students who have successfully entered the workforce as a result of this unique, on-going educational partnership.

Enrollment Growth and New Programs Necessitate New Instructional Space

With this surge of educational activity, enrollments surged. In 1962, when the first Sitka campus classes were offered, approximately 50 students enrolled. By 1972, the student headcount had grown to 200 and by 1980 to 512. These numbers again doubled in the 1988-89 school year with an unduplicated headcount of 1,033 students. As the campus now labored, in 1997, to provide educational solutions to address the community crisis, enrollment reached 1,533 students.

The focus of new Sitka campus programs upon vocational education generated the need for specialized training facilities. Most important was a 6,000 square foot science wing, constructed between 1993-1998 on the ground floor within the open hangar bay. Its primary purpose was to support the new certificate and associate of applied science degree in Environmental Technology, as well as to provide required lower division science instruction. The science wing includes two large science laboratories, one for the physical sciences and the other for life sciences. A special feature is a computer classroom to enhance science instruction. Faculty office and work-space and a seminar room complete the area.

Securing funds to complete this facility during the Sunde administration proved to be challenging, even with the financial support of the National Science Foundation. In several fiscal years the project appeared on the statewide capital list and funds were approved but reallocated to other campuses in the UAS system. When construction was essentially complete, it was stopped briefly by a member of the Board of Regents who had received a complaint from Sheldon Jackson College. A tour of the facility by the UAS Chancellor, the President of Sheldon Jackson, and a member of the SJC Board of Trustees resolved the issue when the Sitka campus agreed to continue purchase of Sheldon Jackson College's chemistry course.

Distance Education Programs Expand

While local programs and facilities in Sitka continued to grow, enormous steps were also being taken in distance education. While a few students in the outreach communities managed to complete certificates or associate degrees, coursework had consisted primarily of enrichment classes. During the Sunde administration, the emphasis was shifted to the delivery of catalog courses required for program and degree completion.²⁶

In 1992 a new certificate and associate degree in Health Information Management was developed. With acute statewide shortages in credentialed medical record technicians, the campus sought approval by the Board of Regents to deliver the program throughout Alaska. Startled by the concept, the Regents hesitated until they were reminded that a dispersed student body would never generate need for parking lots (then a major capital funding demand of the urban campuses).²⁷ With Regents' approval, this program became the first degree in Alaska to be designed and delivered in specifically for distance education. Sitka faculty member Carol Liberty began audioconference and computer-based delivery of coursework to students from Barrow to Metlakatla, partnered with statewide healthcare facilities and professional associations to provide student clinical training.

While developing its own courses and new degree programs, the Sitka campus also sought partners within the *University of Alaska Learning Cooperative* (UALC). This project joined interested campuses, primarily the smaller and rural campuses, in the cooperative delivery of courses across the State. In many respects, the UALC renewed the links of the former community college campuses. A shared catalog of distance-delivered courses was generated and local faculty developed expertise in delivery of challenging courses to isolated rural students.

Participating campuses, including Sitka, began both to send and to receive classes which fulfilled or enhanced their own offerings. The Cooperative thus increased available offerings even for students with access to a local campus. It has also proven financially

²⁶ In 1988, 3 percent of distance delivered classes fulfilled certificate/associate degree requirements; by 1998, 71 percent of distance courses met these requirements.

²⁷ Sunde interview.

useful, increasing per course enrollments and allowing campuses to re-allocate funds rather than duplicate courses available through the UALC.

At the same time, it must be recognized that, while educationally and financially advantageous, collaboration has been extremely difficult within the organizational structure of the University of Alaska. Among the three distinct and separately accredited regional universities academic procedures differ significantly for developing, approving, delivering, and assessing coursework. While offering comparable associate and baccalaureate degrees, the three universities have established different policies for program admission, placement, assessment, and degree completion. In financial and administrative areas, differences are as extensive, ranging from varying fee schedules to procedures for distributing text books.

Despite these frustrations, the Sitka campus was honored by the national attention afforded its unique distance delivery of educational programs. The campus first came to the attention of a national audience through the Western Interstate Commission on Higher Education (WICHE) that was seeking to encourage multi-state educational delivery. The UAS Sitka degree in Health Information Management became one of six programs sponsored by the WICHE project, extending its delivery into Montana, Wyoming, and several other states. The national publication, *Business Week*, featured the Sitka campus for its innovative distance education and *Forbes Magazine* identified the campus as one of the nation's top ten distance-delivery institutions.

Sunde recalls that this national attention evoked considerable surprise: "It was hard to believe that such great things could happen at such a little campus located in an airplane hangar!" She credits the success of the campus in distance delivery to two factors: the use of technologies easily accessed by rural students and a highly skilled faculty committed to supporting individual student achievement.²⁸

Budget Issues Challenge Sitka Campus

The years of the Sunde administration, with mill closure, growing partnerships, and new programs, generated great change for the campus. Maintaining a funding base to support this change was a continuous challenge. The issues are evident in a comparison of the campus in 1988 and a decade later:

Component	1988-89	1997-98	Change
Authorized General Fund	\$1,268,000	\$1,784,000	+ 41%
Authorized Total Budget ²⁹	2,116,000	4,348,000	+105%
Fulltime Faculty	5	13	+117%
Student Credit Hours ³⁰	2,563	5,666	+121%

²⁸ Sunde, April 10, 2002.

²⁹ Includes contracts, grants, tuition, and auxiliaries.

³⁰ During this period non-duplicated student headcount increased +49%. The even more dramatic growth in student credit hours reflects increasing numbers of fulltime students.

Thus, the campus managed to support the dramatic increase in student credit hours and requisite faculty. The problem was that this funding was self-generated as “soft money,” e.g. short-term grants, contracts, and restricted program receipts. Increases in the stable and continuing general fund budget were not keeping pace with the growth of the campus. A major goal of the campus during this period was to establish one tenure-track faculty position in each of the major academic categories, e.g. social sciences, natural sciences, mathematics, etc. This goal was met only partially. While qualified faculty in each requisite field joined the campus, general fund budget increments were not funded to make these positions permanent. Therefore, the majority of Sitka faculty, then and now, work from year-to-year under temporary contracts.

Unique Commencement Exercises

While coping with many serious and sometimes frustrating issues, the campus seemed inevitably to strike a lighter note during annual commencement exercises. These inadvertent glitches usually involved peculiar musical interludes. Campus staff members recall one commencement when the high school brass quintet, playing without a director, gradually slowed the tempo until the processional came almost to a halt. The young musicians then continued to play at this funeral pace until the Mistress of Ceremonies finally waved them to a stop. If the processional was awkward, the recessional was worse for the pianist designated to accompany the ceremonial exit of faculty and students had fallen asleep. Hence, the recessional was accomplished in absolute silence.

In contrast, a special graduation exercise to award nurse aide certifications was unexpectedly musical. Unbeknownst to campus faculty and administrators, the students had elected to tape their processional music and marched joyously into the auditorium not to the stately “Pomp and Circumstance” but to raucous chorus of the tune “A Spoonful of Sugar Makes the Medicine Go Down.”

And perhaps the most uniquely musical commencement took place in the Mt. Edgecumbe High School multipurpose room. The sensitive MEHS sound system picked up the signal of Sitka’s public radio station with the result that the entire commencement was conducted to accompanying reggae music.³¹

The Campus Copes with Change Kathie Etulain (Acting) 1998-1999

Elaine Sunde retired in 1998 and Kathie Etulain stepped in as interim director for three semesters, from November 1998 to July 1999. A long time Sitka campus employee, Dr. Etulain had joined the faculty as a teacher of office occupations in 1978 and then functioned during the Sunde administration as assistant director.

³¹ Fredrickson and Sunde Interviews.

Strategies to Improve Communication

Despite the recognized successes of the Sitka campus, the college was faced with several factors that negatively affected morale. In response, Etulain created a management team which began to meet weekly to increase communication between faculty and administration. Attention of these discussions was upon difficulties implementing the various collaborative programs of the Sitka Education Consortium and upon the continuing stresses of maintaining a community college philosophy within the context of a university-based system administration.

Reorganization Breeds Local Frustration

These frustrations were intensified by internal reorganization of the University of Alaska Southeast. The regional institution had recently grouped faculty at the three campuses into “clusters” of academic disciplines, each headed by a faculty member who, in almost every instance, was a Juneau campus employee.³² These multi-campus groups focused their efforts on standardizing course delivery in Juneau, Ketchikan, and Sitka. The selection of textbooks, design of course outlines, preparation of examinations, grading policies, and other academic matters which had traditionally been the purview of individual faculty members now were subject to group discussion and majority rule – almost always in the favor of the larger campus. Besides the loss of academic autonomy, faculty at the two smaller campuses perceived that community college philosophies were being lost to this university-based decision process.³³

Moreover, the faculty heading the clusters were designated to function as a regional Senate, again dominated by Juneau campus faculty. Policies were developed which transferred critical functions away from the Sitka and Ketchikan campus directors. Faculty in Sitka and Ketchikan felt that issues of workload should be determined on the local level. They considered it appropriate that their performance continue to be supervised and evaluated by their campus directors who were most familiar with the challenges and objectives of campus programs. These conflicts, focused on whether decision-making resides with the Juneau faculty or the local campus director, have yet to be resolved.³⁴

Sheldon Jackson Library Contract Modified

By 1998 the UAS Sitka distance education program had grown to such an extent that almost 50 percent of the student body resided outside the Sitka community. While Sheldon Jackson College sought an increase in contracted services, the Stratton Library was not equipped to support this student body. Moreover, a survey of library usage revealed that local students and faculty were increasingly using the internet for research and relying on inter-library loan from the Juneau campus Egan Library for course

³² These individuals were known, irreverently, as “Cluster Heads.”

³³ Sitka faculty are further disadvantaged in these decision-making processes because they are not only “out-numbered” but because the majority of Sitka faculty are on term, or temporary, contracts rather than in permanently funded tenure-track positions.

³⁴ KathieEtulain Interview, April 12, 2002.

support. Because of these factors, the UAS Sitka contract with Stratton Library for library services, initiated in 1980 under David Knapp, came to an end.

Established Projects are Enhanced and Completed John Carnegie 1999-2002

The search for a permanent campus director was inaugurated soon after the retirement of Elaine Sunde but prolonged as a result of flaws in the search process. Consequently, the campus began the 1999-2000 academic year still under leadership of an interim director, now Dr. John Carnegie.

Carnegie had joined the Sitka faculty in 1995 to design and lead the Environmental Technology program and to direct the National Science Foundation grant supporting this project. He brought with him extensive experience in preparing technicians in water/wastewater treatment, academic experience at the doctoral level in microbiology, and substantive administrative experience as a department head at Linn-Benton Community College in Oregon.

Soon after John Carnegie accepted the position of acting director, John Pugh replaced Marshall Lind as the Chancellor of the University of Alaska Southeast. Assessing the credentials of John Carnegie, Chancellor Pugh concluded that he was well-qualified to lead the Sitka campus. Carnegie's interim appointment was accordingly made permanent.

Student Services Improved

From the administration of Jerry Harris (1982-87) forward, successive directors had expanded student service programs at the Sitka campus commensurate with increased enrollment of degree-seeking students. In 2000, two major federal grants were awarded to the campus to improve student access to postsecondary education.³⁵ This funding permitted increased student services both to local and outreach students and expanded staffing at the Sitka campus.

While additional personnel were welcome, they had been fitted into increasingly scarce offices and work space throughout the campus. As a result, functions which needed close coordination were difficult to achieve and students were challenged to find the correct staff and support services. This was addressed by designating a single area to house all student service functions. This space, located near the main floor entrance, was both visible and convenient to areas where students registered and paid course fees. This modification greatly facilitated the work of the staff and the ease with which students could move through advising and registration processes.

³⁵ National Science Foundation, \$576,000, Enhancing Rural Access to Technical Education; USDOE Title III, \$1,872,000 Increasing Access for Southeast Native Students.

Partnerships Develop and Change

The partnership with Mt. Edgecumbe High School continued to deepen, to the mutual benefit of both institutions. The availability of vocational education courses and programs through UAS has permitted MEHS to concentrate its resources on delivering basic skills and academic coursework. Equally advantageous to UAS Sitka, the partnership has strengthened grant applications and provided sufficient course registrations to support three full time instructors in vocational education, including welding, construction technology, and small engine repair.

A second partnership of growing importance is with the Southeast Alaska Regional Health Corporation (SEARHC). In recent years, the campus has partnered with SEARHC in the fields of nurse education, leadership instruction, and community wellness. The fact that SEARHC and UAS Sitka serve the same communities throughout Southeast Alaska has greatly enhanced the missions of both institutions.

While these two partnerships continued to grow, two other relationships declined during this period. With elimination of the library contract and increasingly distinct missions, opportunities for collaboration with Sheldon Jackson College have declined to what Carnegie characterizes as “a benign arms length relationship.”

Additionally, a major partnership with Sitka’s Native Corporation, Shee Atika, Inc., came to an end. In the early 1990s, Shee Atika had purchased the former Sheffield Hotel on Sitka’s downtown waterfront. To avoid competition with Sitka’s other major hotel, also owned by Shee Atika, the Native corporation remodeled the facility and, in 1992, leased it to the Sitka campus as a student dormitory. In 2000, Shee Atika identified other purposes for the facility so that student housing is no longer available through the Sitka campus.

Long-Sought Construction Funding is Secured

In 2000, funds were finally secured to complete construction that had been delayed for almost seven years. In 1993, when the science wing was built, funds were sufficient to rough-finish an additional 6,000 square feet of classroom space on the second floor, immediately above the science laboratories. The primary purposes for this space were to support the expanding distance education program and to house the growing Adult Education Program.

Fulfilling an effort of almost eight years, capital funding was finally secured through the University’s legislative budget process, supplemented by an \$80,000 contribution from the City and Borough of Sitka. These funds completed an expanded Student Learning Center and increased the total size of the UAS Sitka remodeled educational facility to 34,000 square feet.³⁶ While this two story wing absorbed a portion of the hangar, the

³⁶ This includes the original building remodel of 21,900 feet plus the two-story construction of the science wing and Learning Center, which added 12,100 square feet. Data from building plans provided by Dave Barlow, UAS Sitka Maintenance Department, December 4, 2002.

undeveloped area still totals 24,791 square feet – sufficient to support major vocational training projects and future classroom/laboratory development needs.

Special Programs Address Important Needs

From its earliest years, the Sitka campus has offered the community a rich program in the visual arts. In addition to typical college courses in drawing, painting, and sculpture, the campus began, early in its history, to cooperate with the Native community in hiring traditional artisans to offer special classes and workshops in the Northwest Coast Native arts. During the Carnegie administration special effort was made to expand offerings in both contemporary and Native arts, utilizing qualified adjunct faculty. These efforts are intended to enrich the lives of students and to help insure that valued traditional art forms are sustained.

The Continuing Education program, a self-support unit of the campus, also continued under Carnegie to expand its services. Elderhostel programs sponsored by UAS Sitka attract participants from across the nation. Annual conferences, such as the Care of the Elderly Conference and Women and Wellness, also contribute to the local economy through regional and national registrations. Training programs that provide continuing education units (CEUs) and result in technical certification help assure that local and regional workforce needs continue to be met. These programs represent an enduring community service throughout the history of the Sitka campus, from the 1967 oil pipeline industry training under Louis Licari to the present day.

The Tradition Continues

David Felland

2002 – Present

When John Carnegie announced his pending retirement, a national search was initiated to identify a new director for the Sitka campus. In keeping with a long-established tradition, the search committee included representatives of the community with a strong commitment to the Sitka campus.

The selection of David Felland to become the 11th director of the Sitka campus reflects a continuing commitment to a community college mission for this campus. His strong background in community college administration in Iowa assures that this long and rich mission will continue to guide the Sitka campus.

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PHOTOGRAPHY AND ART CREDITS

Cover: The Sitka Community College watercolor on the cover is from a publication titled Sitka Sketches by Clint Potter with text by Roberley Potter. The painting is used with the permission of Roberley Waldron.

The photograph of the Sitka Community College building on Sawmill Creek Road is from the Stratton Library Archives, Sheldon Jackson College, Sitka, Alaska.

The photograph of the present University of Alaska Southeast, Sitka campus is from the UAS Sitka collection.

APPENDIX A

Those listed below served as administrative head of the University of Alaska unit in Sitka. It was called Sitka Community College from 1962 until 1984. The name then changed to Islands Community College until 1987 when it was changed to University of Alaska Southeast, Sitka Branch campus. The first three administrators served the college on a part time basis with the majority of their function remained as principal of Sitka High School. Beginning with Louis Licari, all administrators held the position of chief administrator on a full time basis.

William Marsh	1962 - 1963
Leslie Shepard	1963 – 1964
James Broschat	1964 – 1967
Louis Licari	1967 – 1972
David Knapp	1972 – 1982
Jerry Harris	1982 – 1987
Richard Griffin	1987 – 1992
Elaine Sunde	1992 – November 1998
Kathie Etulain	November 1998 to June 30; 1999 (Acting)
John Carnegie	1999 to August 2002
David Felland	August 2002 to present

APPENDIX B

CHAPTER 57

AN ACT

[S. B. 75]

To create, provide for and promote the establishment of community colleges within the Territory of Alaska, and to provide for the financial support and for the operation thereof.

Be it enacted by the Legislature of the Territory of Alaska:

Section 1. DEFINITIONS. As used in this Act the following words and terms shall have the meanings ascribed to them in this section unless the context clearly indicates a different meaning.

(a) "Community college" shall mean a program to be set up by qualified school districts of the Territory of Alaska, as hereinafter defined, including vocational and academic instruction applicable to grades thirteen through fourteen and eligible for accreditation by the University of Alaska in the manner hereinafter provided.

"Community college" defined.

(b) "Qualified school district" shall mean any school district organized under the laws of the Territory of Alaska.

"Qualified school district" defined.

(1) which shall make application to the Board of Regents for participation in the community college program;

(2) which shall satisfy the accreditation standards of the University of Alaska according to the rules and regulations of the Board of Regents;

(3) which has had an average daily membership during the previous school year of at least one hundred seventy-five high school students;

(4) which has established to the satisfaction of the Board of Regents the practical need for a community college within such district; and

(5) which makes arrangements for defraying its proper share of the costs of the operation of a community college as provided by the terms of this Act.

Board of
Regents defined.

(c) "Board of Regents" shall mean the Board of Regents of the University of Alaska.

Authorization.

Section 2. A qualified school district is authorized to establish, operate and maintain a community college in conjunction with the University of Alaska.

Percentage of
reimbursement
to district.

Section 3. The Board, in its discretion and from time to time as the need may arise, shall be entitled to contract with qualified school districts, to provide for the establishment, maintenance and operation of community colleges within such districts and to reimburse such districts in the amount of seventy-five per cent of instructors' salaries, instructional supplies and administration expenses incurred in the operation of community colleges within such districts.

Percentage
payable by
district.

Section 4. Qualified school districts are authorized to accept reimbursement from the Board of Regents on account of the maintenance and operation of community colleges. Any school district establishing and operating a community college shall pay twenty-five per cent of instructional and administrative costs of the operation thereof from funds received otherwise than from reimbursement from the Board of Regents, and such school district shall pay all expenses of providing buildings, and maintaining the same, from funds other than those paid by the Board of Regents.

Board to prescribe
regulations.

Section 5. Any community college established by a school district shall be established, maintained and operated under such rules and regulations as may be adopted by the Board of Regents. Academic qualifications of

instructors and administrators and the curriculum of a community college, so far as it pertains to courses accredited by the University of Alaska, shall be according to standards set by the Board of Regents. Subject to other provisions of this Act, the establishment, operation and maintenance of community colleges shall be under the direct supervision of the school boards of the school districts participating in the community college plan as herein provided.

Supervision by
district school
board.

Section 6. The Board of Regents is authorized to participate financially under this Act with qualified school districts in connection with educational courses for which no provision is made in Territorial school law. In that connection, there shall be no duplication of funds available to school districts under this Act of contributions made by the Territorial Department of Education or by the Federal Government.

Provision for
extra courses.

Section 7. The Board of Regents shall have full power and authority, under rules and regulations established by it, to grant credit for work done in any community college, whether or not such work has been done under a program to which the Board of Regents has made financial contribution as herein provided.

Credit for work
in community
college.

Section 8. Funds to carry out the purposes of this Act shall be those provided for the University of Alaska in general appropriation acts of the legislature.

Appropriation
authorized.

Section 9. This Act shall be known as the "Community College Act of the Territory of Alaska."

Citation.

Approved March 24, 1953.

APPENDIX C



LAWS OF ALASKA

1972

Source

Chapter No.

CSHB 549 am FCC

156

AN ACT

Providing for tuition grants to students attending institutions of higher education in Alaska; and providing for an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

* Section 1. AS 14.40.751 is amended to read:

ARTICLE 9. SCHOLARSHIP LOANS AND TUITION GRANTS.

Sec. 14.40.751. LOAN AND TUITION FUNDS CREATED.

(a) There is created a scholarship revolving loan fund as an account in the general fund. The fund shall be used to make scholarship loans to students selected under secs. 751 - 806 of this chapter.

(b) There is created a tuition grant fund as an account in the general fund. The fund shall be used to make tuition grants to students selected under secs. 751 - 806 of this chapter.

* Sec. 2. AS 14.40.753(a) is amended to read:

(a) There is created the student loan and tuition grant selection committee composed of seven members appointed by the governor. The committee is composed of the commissioner of education and at least one undergraduate student, one person employed as a high school counselor, one person from a minority group and one person representing the field of vocational-technical training. No member may be the president or a senior administrative officer of a college or university. Members serve at the pleasure of the governor. The committee shall elect its chairman. The commissioner of education shall act as executive secretary of the committee. The Department of Education is charged with administering the program established by this chapter.

- * Sec. 3. AS 14.40.755(b) is amended to read:

(b) A person whose loan or grant application is not recommended or presented to the committee by the executive secretary may appeal to the selection committee through the chairman of the committee and the committee shall consider the application.

- * Sec. 4. AS 14.40.763(f) is amended to read:

(f) Interest on a loan given under secs. 751 - 806 of this chapter is at the rate of five per cent.

- * Sec. 5. AS 14.40 is amended by adding new sections to read:

Sec. 14.40.776. TUITION GRANTS. (a) The executive secretary of the selection committee shall award a tuition grant to a student in an amount up to the difference between (1) the cost, in a city where there is both a four-year state university and a four-year private university or in a city where there is both a two-year state community college and a two-year private college, for the operation of the state institution on a full-time student per academic year basis, and (2) the tuition paid by the student at the state institution in those locations, but in no case may the amount exceed \$1,400. The amount is to be applied by the student toward his tuition at the private university or college in which he enrolls.

(b) The computation of the cost for the operation of the state institution on a full-time student per academic year basis under (a) of this section may not include construction or capital improvement costs, debt service and expenditures for research and public service functions.

Sec. 14.40.781. LIMITATION ON GRANTS. No grants may be made under sec. 776 of this chapter for any portion of tuition which would otherwise be paid under the terms of a federal grant program.

Sec. 14.40.786. CONDITIONS OF GRANTS. (a) Proceeds from grants may be used only for tuition at a college or university in Alaska accredited by the Northwest Association of Secondary and Higher Schools. If payment is made by issuing a state warrant in the amount of the grant, it shall be paid to the order, jointly, of the student and the private university or college in which he enrolls to ensure that the grant is used solely for tuition.

(b) Before any funds for tuition grants are disbursed, the commissioner of administration and the executive secretary of the selection committee shall assure themselves that at least 22.5 per cent of the annual operating budget of a private university or college in which students receiving tuition grants are enrolled is funded from nonpublic sources (private gifts and grants), provided if a private university or college has less than 300 full-time students, the percentage required shall be 15 per cent funding from nonpublic sources. Determination of the required 15 or 22.5 per cent funding from nonpublic sources shall be made by the commissioner and executive secretary as of

July 1, 1973, and as of July 1, for each succeeding year.

(c) No private university or college in which students receiving tuition grants are enrolled may grant remission of tuition to any student unless more than 22.5 per cent of its annual operating budget is funded from nonpublic sources (private gifts and grants), provided if a private university or college has less than 300 full-time students, the percentage required shall be 15 per cent funding from nonpublic sources. The 15 or 22.5 per cent funding from nonpublic sources shall apply as of July 1, 1973 and as of July 1, for each succeeding year.

(d) No private university or college in which students receiving tuition grants are enrolled may enter into contractual agreements under the terms of which a student covered by the contract pays less than the published tuition.

(e) If a student is awarded, or holds, both a scholarship loan and a tuition grant under secs. 751 - 806 of this chapter, no portion of the scholarship loan may be considered a grant under sec. 763(j) of this chapter.

Sec. 14.40.791. ELIGIBILITY OF STUDENTS. A student may apply for a grant under sec. 776 of this chapter if

(1) he is a resident of Alaska, and

(2) he is either

(A) accepted for admission as a full-time or part-time student in an associate, baccalaureate, or graduate degree program; or

(B) enrolled as a full-time or part-time student in an associate, baccalaureate or graduate degree program.

Sec. 14.40.796. APPLICATION AND CERTIFICATION. Application for tuition grants must be submitted to the executive secretary. The application deadline for a school year shall be determined by the selection committee. The executive secretary of the selection committee may award grants only after the institution of higher education has certified that the student has enrolled in a full-time or part-time course of study in an associate, baccalaureate or graduate degree program. The selection committee shall determine the appropriate formula for awarding tuition grants to part-time students, and the committee shall be guided by the provisions of sec. 776 of this chapter in making that determination: the difference between (1) the cost of operation for the state institution per semester credit hour and (2) the fee paid by the student at the state institution per semester credit hour, but not to exceed an appropriate portion of \$1,400.

Sec. 14.40.801. FISCAL AND BUSINESS MANAGEMENT PRACTICES. (a) The executive secretary may decline to award tuition grants under sec. 776 of this chapter to students attending an institution if he finds that the fiscal and business management practices of the institution

are inadequate in comparison with the practices of similar institutions. However, an institution whose fiscal and business management practices are found inadequate may appeal the determination of the executive secretary to the selection committee through the chairman of the committee.

(b) Private universities and colleges in which students receiving tuition grants are enrolled are subject to both pre- and post-expenditure audit by the Legislative Budget and Audit Committee or by the Department of Administration.

(c) Private universities and colleges in which students receiving tuition grants are enrolled and which are signatory to a consortium agreement with the University of Alaska must abide by a decision rendered by the Legislative Council when disagreements arise or exist between the parties.

(d) Before any funds for tuition grants are disbursed, the commissioner of administration and the executive secretary of the selection committee shall determine that no student is receiving a grant to pay for a required course or courses in his area of study that are offered under the consortium.

Sec. 14.40.806. DEFINITIONS. In secs. 751 - 806 of this chapter

(1) "career education" means a course or program in vocational-technical training or education approved by the Department of Education;

(2) "full-time student" means a student who is enrolled and is in regular attendance at classes for at least 12 semester hours of credit during the semester;

(3) "part-time student" means a student who is enrolled and is in regular attendance at classes for at least two but less than twelve semester hours of credit during the semester;

(4) "resident" means a person domiciled in Alaska who has resided in Alaska for at least two years before an application for a grant or loan is made under secs. 751 - 806 of this chapter;

(5) "school year" means the period from September 1 of one year through August 31 of the following year.

■ Sec. 6. AS 14.40.773 is repealed.

■ Sec. 7. This Act takes effect July 1, 1972.

APPENDIX D

November 6, 1979

Board of Regents, University of Alaska
In Session at Sitka, Alaska
November 6, 1979

Presentation made by Dr. Hugh H. Holloway
President, Sheldon Jackson College, Sitka, Alaska

Subject: The Private Colleges of Alaska and
their relationship to the University
of Alaska system.

President Edward Rasmuson, Members of the Board of Regents, and
Friends.

It is an honor that you have placed me on your agenda to speak concerning the problems of the Private Colleges of Alaska and the necessity of coordination and cooperation with the University of Alaska system. I know you are busy and have a lengthy agenda. I will make my presentation as brief as is possible. I will give specific items for consideration.

Let me first comment, that I do appreciate the recent interest in Sheldon Jackson College as expressed by Dr. Michael Paradise, Chancellor of the University of Alaska, Juneau, who visited with me recently in my office. And, I thank Dr. Barton, President of the University of Alaska for his attempts to coordinate a trip to Sitka to visit with me. I have even received a complimentary letter about our "Interim 80" from Dr. Charles E. Behlke, Dean of the School of Engineering. Such attention has warmed my heart and has convinced me that there is the possibility of an "era of good will," developing. I thank you all for your kindness and your courtesy. One other point of introduction is necessary. Private colleges all over the country are in trouble. Private colleges in Alaska (all three of them) are in trouble as well. I would like to ask that all the differences of the past be forgotten, and that we look only to the possibility of the future. The virtues of private education were quite well expressed by the Northwest Association in its evaluation of Sheldon Jackson College when it asked, "that the larger Alaskan Community consider the historic and present contribution of an independent institution such as Sheldon Jackson College to the public interest, and that the state exercise such means as are constitutionally possible to strengthen the college. By any calculation, Sheldon Jackson College offers an educational, financial, and cultural bargain to the State." It is my belief that the same can be said of the other private colleges in Alaska, if they are given assistance and encouragement.

Over the years Sheldon Jackson College, until 1972, always had the church to support it and to guarantee its existence. Starting in 1972 this college was placed on its own and must now struggle to maintain the high quality that was found to exist by the Northwest Association last year when they gave Sheldon Jackson College a complete ten year

accreditation approval. You can't do any better than that. Nevertheless, it is possible that without cooperation from the State of Alaska and the University Board of Regents, Sheldon Jackson College can be put out of business simply because the University disregards its value and pre-empts its job. I do not believe you want this. And, of course, I do not want to see anything like this happen.

Alaska Pacific University is struggling to maintain its identity and its mission. It is a noble program and deserves support. I tip my hat to Dr. Glenn Olds, who through sheer individual effort and perseverance is carrying that institution forward. But just as all institutions have their ups and downs, Alaska Pacific University needs a base of support stronger than an individual person who concentrates all his life energies and efforts to its success. Unless some base of support is found through state cooperation that institution could have difficulty, just as Sheldon Jackson College could have difficulty, the minute it's outstanding leader is removed from the scene.

Inupiat University in Barrow is struggling to maintain its existence and to continue its service to the people of that area. Inupiat University could be destroyed (that is my judgement only) if the University of Alaska in its total commitment were to place a college next door in Barrow. It would be an expensive operation for the University of Alaska. It would be a destructive influence on Inupiat University. It is my personal opinion that the state should contract with Inupiat University to do the kinds of services and things that it would like to have presented and done in that area. This would mean a great savings financially to the state and would still accomplish the mission of the state in all of its educational responsibilities.

Now let me talk about Sheldon Jackson College and its relationship to the University System.

A consortium between Sheldon Jackson College and the Sitka Community College exists, is functioning, and presently is successful. However, the consortium has many drawbacks that threaten its very existence and openly should be discussed so that both institutions can do a better job of long range planning. The first problem that we face is that of threat. Each year we must negotiate with the Community College for fees and service charges for the coming year. The Sitka Community College Staff is tough. I am a big boy, and I understand that such is part of the job when you're in business. However, it was my understanding that this was supposed to be a cooperative business where we mutually tried to see to it that both parties benefited rather than where we tried to cut each others throats. Sitka Community College Administrators do their job well with respect to negotiation. But the constant threat of terminating the consortium abruptly when we have already budgeted for the coming year places Sheldon Jackson College in a position that, in these times when costs are escalating, we have continually been forced to reduce the charges for services that the Community College contracts from us. This does not represent a fair approach to quality education. This places Sheldon Jackson in a position of complete inability to make a legitimate budget for the coming year until an agreement has been reached with the Community College. Then we must still wait for the line item appropriation of the

legislature to cover this negotiated expenditure. If the legislature does not appropriate that amount, as happened one year, the college is simply short that much in its budget. No effort is made to compensate for the loss another way or the following year.

The problems of the consortium are further complicated by the Sitka Community College's refusal to contract for all courses and services, but rather simply certify those courses that supplement the program it wishes to give. Whenever it appears that the Community College could give a course on its own (having enough students to do so) instead of contracting this course from Sheldon Jackson College they immediately employ staff to give the course themselves. This is a blatant statement to Sheldon Jackson College that whenever possible they will take over any field or any activity in which they can get enough students to give the courses, and Sheldon Jackson College can fend for itself. Obviously this is not a cooperative program, it is simply a stalling tactic to ultimately take over the entire market. If that is what the plan calls for then we should openly state such and face up to the issue. On the other hand, if we truly mean that we are going to try to cooperate to develop the private colleges along with and beside the state college system then we should have better guidelines.

Sheldon Jackson College has for years serviced the entire state of Alaska. Currently 60% of our students are Native American, most of these being Eskimo from the northern part of Alaska. Our local market has been almost entirely pre-empted by the placement of a community college next door to us. Obviously there is no real program for a two year private college setting next door to a community college if the two are going to be in competition. And certainly no private college is capable of competing with the state treasury. For that reason, I believe we should look to ways of cooperating with clear cut goals of mutual support.

There are several ways that this kind of a program could be brought into being. I believe we, meaning the state college system and the private college system, must look at all of the possibilities. At least, speaking for Sheldon Jackson College, I think any one of the following possibilities could, with reasonable dialogue, be brought to fruition.

1. It is possible that Sheldon Jackson College should be turned over to the state system and should become a state college either as a community college or as a four year college. This would mean that the oldest private college in the state of Alaska would cease to be. There would be no private education for Southeast Alaska nor for the Native constituency now being served from the great North. The private mission would come to an end.
2. Another option that we might look at is that the University system contract with Sheldon Jackson College for services such as monitoring of third and fourth year courses that the University is now contemplating giving in the Sitka area. These

courses are an encroachment upon Sheldon Jackson's expanding programs into the third and fourth year. Sheldon Jackson's expansion is necessary because the Community College has absorbed much of the first and second year local market. It seems ridiculous that Sheldon Jackson should expand into the third and fourth year work if the University system out of Juneau is also going to expand into third and fourth year work in this city. The compromise would simply be that services be purchased through Sheldon Jackson and save a lot of money for the University system. There is no doubt: sending teachers from Juneau and other places to teach in Sitka makes the courses very expensive. We learned that with our Teacher Education Programs in the villages.

3. A third option would be similiar to the program of the state of New York and the state of Pennsylvania. I visited Cornell University and I visited Ithaca University in Ithaca, New York. Both are private colleges and state colleges combined. Cornell University has a contract with the state university system to present certain types of Liberal Arts Programs and specialized programs. It also has its own private college in other programs. The state pays partially for the programs for which it contracts. Cornell University is responsible for all of its own private college programs. This contract is so well accepted that instead of negotiating each year for cut rate services the legislature appropriates an annual cost of living increase for private college contracting. I was very impressed with the specifics of the program and would suggest that it is an outstanding model that could be used in Alaska where the constitutional limitations are similiar to those of New York. It is based upon the concept that the state does not contract for services but appropriates money to the University. Then the University contracts for services but does not give grants-in-aid. This, of course, is the most appealing objective to me.
4. A fourth option, the opposite of the first option, would be to have the state contract all community college services to Sheldon Jackson College, rent the Sitka Community College facilities to Sheldon Jackson College, for one Jollar per year, and bring Sheldon Jackson College under the guiding rules and regulations of the state college system. This would allow the state to accomplish its educational mission, maintain full control of the system by contract control, and cut the cost of education to the state in half. (This assertion is worthy of analysis.)

In the meantime Sheldon Jackson College could remain a private college contracting services for the state college system.

5. There is another matter of long range planning coordination that should be looked into immediately. Sheldon Jackson College has 130 acres of land available for development. The Board of Trustees of Sheldon Jackson College is looking into long range plans for this development right now. Since this is prime land

that 30 years from today may well be the heart of the business district of Sitka, its development should not only benefit Sheldon Jackson College, but should benefit the city of Sitka and the state of Alaska, too. Only as a suggestion I offer the opinion that Alaska needs its own Medical School. The surplus funds of Alaska deserve better use than rebates to the present generation. Those funds could serve generations to come by being invested in a medical school for Alaska on the Sheldon Jackson College 130 acre development land project. A consortium with the University of Washington Medical School for the implementation of this program is a major plus for development. The large Public Health Services Hospital is available to help support the development of a medical school. Air and sea transportation services are excellent. All facilities needed such as sewer, electricity, water, etc. are available and ready to go. Only the will is missing.

Now, leaving the options I would like to go back to the Sitka Community College long range plan. There are several features of this plan that seem to say that the Sitka Community College is going to take over any and all of the activities it can develop, regardless of Sheldon Jackson College.

To be specific, Sheldon Jackson College has been the leader in the development of fine arts activities in this city for years. We have developed the fine arts festival, the fine arts summer camp, and fine arts workshops. The long range plan for the community college indicates that they will take over any and all of that activity.

Another specific is in the field of electronics. Sheldon Jackson College is negotiating with (and has been for some time) the FAA educational units to Sitka and develop an electronics education program at Sheldon Jackson College. This plan calls for activity of this nature to start next year. However, the long range plan of Sitka Community College is to take over the electronics education itself at considerable public expense. It is necessary if the program is to succeed with quality education, not only to have the general electronics for FAA but electronics of marine electronics and aviation electronics, etc. All of these programs have historically related to SJC but are now being taken over by the Sitka Community College. The long range plan specifically calls for guidance career development components. This is a part of the program that Sheldon Jackson College has been working with for some time.

After proceeding with a five year plan that pretty well takes over the activities of Sheldon Jackson College the plan ironically states that the goal is to work in cooperation with Sheldon Jackson College. I might state parenthetically that if the Community College takes over all of the activities of Sheldon Jackson College there will be no Sheldon Jackson College with which to cooperate.

And it must be noted that the population of Sitka is not sufficient to warrant the development of a full fledged accredited community college. The program that is envisioned by the Community College in the five year plan is dependent heavily upon Sheldon Jackson College bringing in students from the other parts of Alaska and yet we are not a part of the development of that plan. Now please understand me, I am not in any way criticizing the leaders of the Sitka Community College. They are very fine people. They have done their job well. They are to be commended for their vigorous efforts to develop their particular college. I commend them for that. But, if it is the intent of the Board of Regents of the University System to cooperate with the private colleges: then, this activity on the part of the Sitka Community College is detrimental to that concept and should be reversed without prejudice. I firmly believe that Sheldon Jackson College is an important part of the Post Secondary Education Program of Alaska and that the University System holds a responsibility to assist Sheldon Jackson College in maintaining its existence for the purposes it serves and as a real bargain for the people of Alaska.

I would like to present detail after detail but I know you do not have time to listen. I thank you very much for your courtesy and for your willingness to receive these points of view. I would hope that possibly the private colleges could meet with a committee of the Board of Regents to develop possible programs within the concept of the constitution, and that would accomplish the educational goals and objectives of the University system.

Hugh H. Holloway, Ph.D.
President

APPENDIX E

AGREEMENT

It is agreed by and between the University of Alaska, represented by its President (referred to herein as the "University"), and Sitka Public Schools, represented by its Superintendent of Schools, as follows:

1. The University shall continue to operate and maintain the Sitka Community College (referred to herein as the "College"), which was established under provisions of Sec. 14.40.560 Alaska Statutes upon application by, and contract with, the Sitka Public Schools.

2. The University shall select the Resident Director of the College, subject to approval by the School Board at the time of the selection; shall select instructors and pay all costs of academic degree programs, subject to availability of funds from state appropriations and tuition and fees collected for such programs.

3. The University shall administer non-degree programs, upon approval and establishment of such programs by the School Board, subject to provision of funds by the School Board from federal, state, or local sources. The School Board shall provide all funds required for instructional and administrative costs. The Resident Director shall advise the School Board in the selection and establishment of non-degree programs, and shall administer such programs for the University under funding procedures and regulations established by the School Board.

4. Facilities and resources of the University available through the College shall be used for degree programs and non-degree programs alike, and without charge

to the School Board, provided that no expenditure of appropriated funds or tuition revenue shall be made with respect to non-degree programs, and provided that non-degree programs shall not displace degree programs.

5. Facilities and resources of the School Board shall be made available for degree programs without charge to the University, provided that no School Board funds or non-degree revenue shall be expended upon such degree programs, and provided that such degree programs shall not thereby interfere with the conduct of non-degree and other School Board programs.

6. This agreement shall continue in effect as executed, or as hereafter amended, provided that it may be terminated by either party upon filing written notice of such intent at least six calendar months before the June 30th ending of any fiscal year.

Signed on or before this 9 day of April, 1971.

Redacted for Privacy



William R. Wood, President
University of Alaska

Redacted for Privacy

Neland J. Haavig, Superintendent
Sitka Public Schools